DOCUMENT RESUME

ED 051 093 SP 004 895

TITLE	The School Planning Game. Description and Rules.
INSTITUTION	Massachusetts Univ., Amherst. School of Education.
PUB DATE	70
NOTE	68p.; from the Leadership Training Institute for School Personnel Utilization
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	*Differentiated Staffs, Games, *Inservice Teacher Education, *Secondary Schools, *Simulation, *Teacher Education

ABSTRACT

This exercise simulates the planning of a differentiated staffing prospectus for a high school. The objectives are 1) to develop a program of differentiated staffing based on educational needs; 2) to identify critical organizational variables; 3) to experience the difficulties of group decision making; and 4) to develop a training strategy. The exercise involves five 2-hour sessions, with 1-hour analysis session. The roles involved are associate superintendent, assistant superintendent (budget and personnel), principal, vice principal, counselor, English department head, math department head, teacher, parent, and student. Each member of the team is expected to contribute to the development of the final prospectus during the five planning sessions. The associate superintendent is chairman of the group and ultimately responsible for the quality of the product. The material required for the simulation is included in the document: 1) history of the Columbia area; 2) description of East High School; 3) memo from the superintendent outlining the program; 4) role descriptions; 5) outline of study on differentiated staffing; and 6) resource articles. (SP 004 892, 893, and 894 are related documents.) (MBM)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED051093

THE SCHOOL PLANNING GAME
DESCRIPTION AND RULES

What is a Simulation?

Simulations are operating models of physical or social processes. A social science simulation permits participants to develop insights into social processes without having to experiment with the real situation.

What Does This Simulation Do?

In this exercise you will go through the process of planning a differentiated staffing prospectus for East High School in Columbia City. You will be a member of a team, appointed by the Superintendent of Columbia, and charged with the responsibility of producing the outline of a proposal to be approved by the Board of Education.

You will be able to share ideas and concepts you have developed in your real life roles, though you will not find much opportunity to share local problems.

You will need to play a role that may not be familiar to you, and this requires some practice and openness. By investigating the perspective that is provided by the role you should deepen your understanding of the pressures that impinge on the planning process.

The objectives for the planning simulation are to:

1. Develop a program of differentiated staffing based on educational needs.
2. To identify critical organizational variables.
3. To experience the difficulties of group decision making, when the members of the group represent different interest groups: ie. the community, the Teachers' Association, students, the administration.
4. To develop a training strategy.

What Does This Simulation Not Do?

This exercise does not offer training in specific technical skills such as developing objectives, systems analysis, Task Analysis or program budgeting.

SP004895

These skills are offered in the Elaboratories or through materials available at the Resource Center.

The exercise is not a setting for the airing of project problems and local issues. The exercise does not offer solutions to projects nor does it advocate the adaptation of particular models. Different teams will resolve the same problems in different ways, and there may be as many different models as there are teams.

There will be times when participants are confused about what to do next and angered by the different positions taken - this process is what the exercise is all about.

How Does the School Planning Game Work?

1. The School Planning Game is a 10 hour exercise with a one hour analysis session. Each member of the team is expected to contribute to the development of the final prospectus during the 5 planning sessions. The Associate Superintendent is the chairman of the group, and is ultimately the one responsible for the quality of the product.

The Associate Superintendent will be presented 3 chips, each chip representing a value of $100.00. The Associate Superintendent may use his money to hire consultants at the rate of $100 per hour. The game director will provide each team with a list of those consultants available and their specialized areas.

This group was organized at the suggestion of a previous planning group.

Team members were chosen by the Associate Superintendent because of the various groups and interests they represented.

The time of year is February 1, the game will simulate the planning during the month of February. At the end of the month, your prospectus will be presented to the Superintendent and the Board of Education for their review.

2. The roles in the game represent those with major concerns in the development of the differentiated staffing plan:

Mr. Hussell	-	Associate Superintendent
Mr. Conserve	-	Assistant Superintendent (Budget and Personnel)
Mr. Blasko	-	Principal - East High School
Mr. Hartack	-	Vice Principal - East High School
Mrs. Harbor	-	Counselor
Mr. Storrs	-	English Department Head
Mr. Glover	-	Math Department Head
Mr. Blake	-	Teacher - Vice President of Union
Mrs. Prescott	-	Parent - Head of PTA
John Sawyer	-	Student - President of Student Body

3. The process of the simulation will follow the following general course. (See attached sheet).

SESSION	TIME	PHASES OF THE SCHOOL PLANNING GAME
1	2 hours	Orientation to Roles and Task ↓ Needs Assessment ↓ Objectives for Proposal
2	2 hours	↓ Definition of Objectives ↓ Preliminary Ideas for a Model
3	2 hours	↓ Development of a Model With: Task Analysis Role Definition Accountability Evaluation ↓
		PROPOSAL REVIEW
4	2 hours	↓ Training Needs Who is to be trained Skills to be trained in Criteria Rough idea on costs ↓ Define Time Phasing for Project Implementation ↓ Submit Final Outline to the Board of Education
5	2 hours	↓ Critique and Analysis of Game

It is the responsibility of the individual playing the role of the Associate Superintendent to detail this development, and to assign specific tasks to the members of the team.

Evaluation

Each team is competing with at least one other team over the course of the conference, though it is possible for all teams to win.

At the end of the game the prospectus will be submitted to the Board of Education, who will evaluate it according to the following criteria:

1. Are objectives clearly stated and include behavior and content?
2. Is the proposal innovative in planning or implementation?
3. Is the program to accomplish objectives practical and possible?
4. Will evaluation determine if objectives are achieved?
5. Does budget reflect the program?

Each team can receive up to 25 points for their submitted proposal outline from the Board of Education.

In addition, each member of the team (with the exception of the chairman, the Associate Superintendent) can credit himself up to 25 points for the satisfaction of the concerns associated with his role. Each member of the team, at the end of each round, should check to see which of his concerns are being dealt with, in writing, in the developing proposal. When a concern has been dealt with, the member checks his concern sheet, indicates the part of the proposal that deals with the concern, and awards himself 5 points.

The game director has the option of disqualifying a team member's evaluation of concerns satisfied if there is no support for this in the proposal outline.

At the conclusion of the game the teams' total points are calculated by totaling the points awarded to the proposal by the Board, plus an average of the total of all members' satisfaction points. Thus each team has the

possibility of gaining up to 50 points

1.	Average of participants Total possible satisfaction points	= 25
2.	Total possible points awarded a proposal by the Board of Education	= 25
		50

Resources:

1. Memo from Superintendent
2. History of Columbia
3. Description of East High School

   Students
   Budget
   Staff Patterns
   Curriculum
   Salary Scale

HISTORY OF THE COLUMBIA AREA

The City of Columbia was incorporated in 1808. It is nestled in rolling foothills which can be seen whenever the smog lifts, and is bordered on one side by the Winnesappe River. There is some question as to the origin of Columbia's first settlers. According to the Historical Society, the city was founded by Joseph Revere, the son of Paul Revere. Upon first sighting the Winnesappe, he is reputed to have said, "Here, in the midst of God's own country, is where I will stay forever."

Recent research, however, points to an itinerant trader named Herbert Steud as the actual founder. Steud left the East Coast in 1794 bound for California with two mules and a wife (or, as some sources claim, with one mule and two wives). He apparently made a wrong turn somewhere in the Adirondacks, and ended up at the side of the river, where, lacking any better alternative, he remained. Two years ago workers constructing a new office building near the center of town found the foundation of a cabin and the remains of a primative still etched with the initials "H.S.". This produced an ongoing controversy in the city between believers in Revere (whose statue sits proudly in Valley Park) and supporters of the Steud theory. The battle centers on whether or not to make the still an official monument.

Columbia began to grow rapidly in 1852 with the advent of a number of fabric mills. Although the Winnesappe (an Indian name meaning "Dead Fish") is not a navigable river, it provided ample power for this industry. By 1900 Columbia had grown to 100,000 residents, many of them first and second generation Americans. The city was hard-hit by the Depression, which forced

most of the mills to close permanently. During World War II several of the buildings thus abandoned were converted for electronics production, which today accounts for much of Columbia's industry. The other main employers are the two remaining mills, the universities and colleges, and the Sureflush Toilet Bowl Company.

The towns around Columbia itself were originally farming communities. In fact, Dover was for many years the rutabaga capital of the world. In the early 1950's, however, large numbers of Southern blacks began to move into Columbia, and the white community who could afford to began moving towards the suburbs. Dover thus became the bedroom community which it is today. Only one truck farm remains, and even it is due to be sold in the near future in order to provide land for a sewage treatment plant.

PLANNING GAME

EAST HIGH SCHOOL

Columbia

East High School is located in a lower middle class residential section of Columbia City. It was built in 1923 when the population of the area was all white and middle to upper class. Today the student population is mixed ethnically with 65% WASP, 15% Black, 20% second generation immigrants.

The school was originally built to accomodate 1400 students, though today there are over 1500 enrolled.

grade 10	538
grade 11	502
grade 12	471

Students perfomance on standard tests is slightly below the national average.

At graduation last year, less than 40% of the students went on to college. Last year's graduates were reported to have done the following things:

College	38%
Vocational School	12%
Armed Forces	7%
Employment	23%
Married	12%
Unemployed	8%

Students in the school in interviews conducted by a study team from the State Board of Education said they found the school generally authoritarian, the schedule unflexible, and the subject matter taught dull. Their attitudes are also reflected in the relatively high dropout rate between 10th and 11th grade when students reach 16 and can legally leave school, and the increase in minor vandalism over the last 3 years.

Racial Tension

Last year, Paul Jefferson, a black student, took it upon himself to climb upon a "soap box" in the school cafeteria and express his feelings toward the school and its apparent lack of concern for the black students. At first the Administration elected to disregard the frequent lectures in hopes that students would lose interest and pay little if any attention to Paul. Teachers began to complain that students were coming into class

late, and other teachers were taking their entire class down to the cafeteria to hear Paul speak.

Paul was called into the office at which time he was asked to discontinue his noon time practice on the grounds that he was talking to a captive audience since everyone had to eat lunch in the cafeteria.

Reluctantly, Paul moved his meetings to an after school time slot where his audience faded rapidly. Within a week, Paul lost all of his following but not his bitterness.

The per pupil expenditure for the high school is about $652, and the school operated last year on a budget of $980,000 (see attached budget breakdown). Approximately 80% of this expenditure went for teachers and personnel salaries. The breakdown of expenditures was:

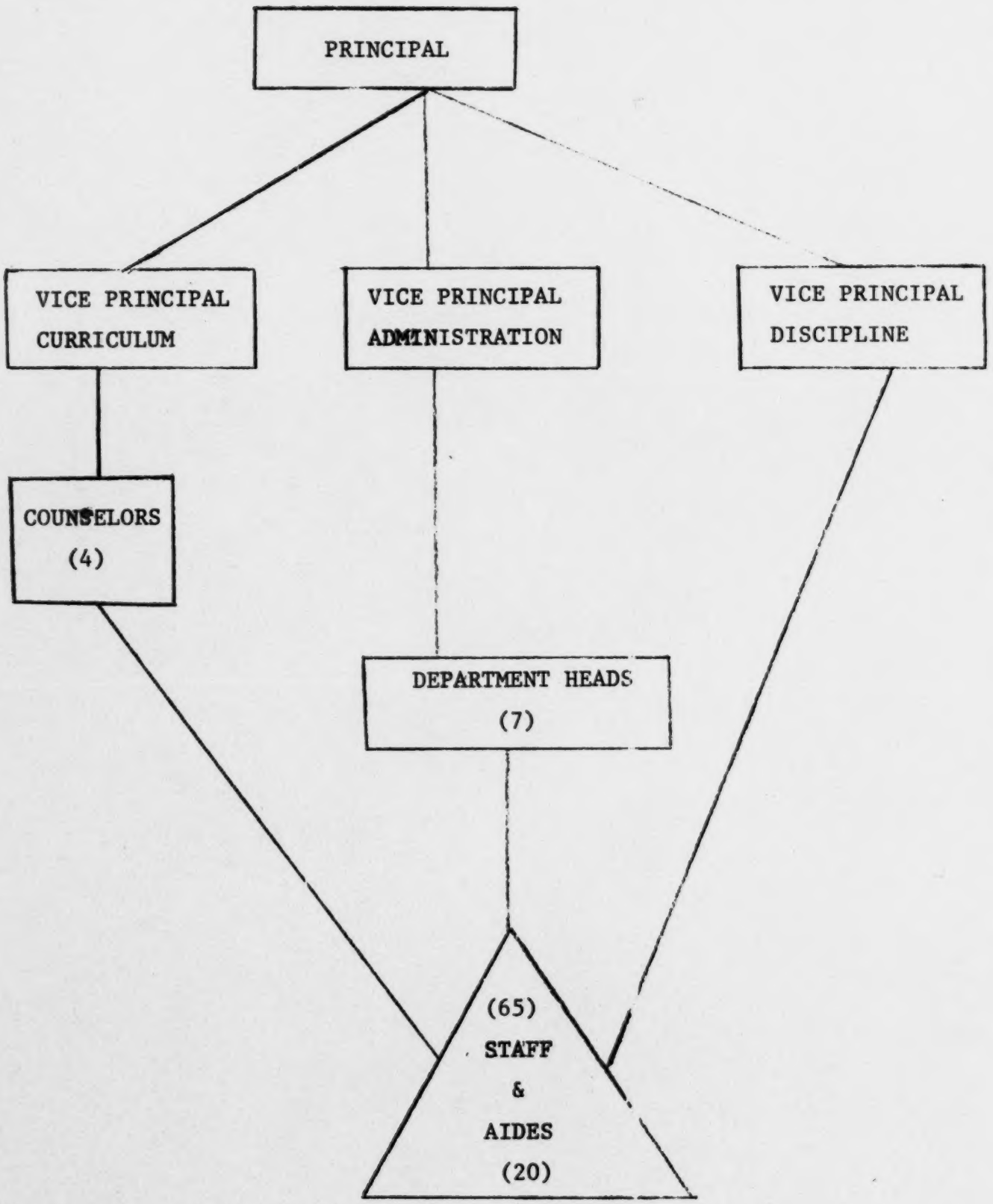
	Principal		$18,000
7	Administrators - Counselors		$96,000
65	Teachers	($8,500)	$552,500
20	Aides - Clerks	($5,500)	$110,000
	Building Maintanance		$78,000
	Instr. Supplies		$26,000

(See attached salary schedule and course offerings).

The current staffing pattern is distinctly hierarchical, with the Principal assuming all major decisions on budget, personnel, and courses to be offered, with teachers deciding on particular instructional activities within an accepted curriculum.

EAST HIGH SCHOOL

Staff Organization



Teachers salaries range from $6,600 to $12,300, and are based on educational background and teaching experience. There is not currently any merit pay, and teachers, when asked in faculty meetings, have vigorously objected to this concept.

The teacher turnover rate has been increasing; teachers perceive the conditions under which they teach (the student population, overcrowding, and salaries) to be poor, and they wish to move to suburban schools or leave the teaching profession. This is particularly true of younger members of the staff. Last year there was a 20% exodus from the school, and currently there is difficulty in recruiting enough credentialled staff to fill this gap. A summary analysis of last year's turnover rate suggests the need for greater incentives for teachers at East High School.

Retirement	3
Maternity	2
Transfer	
Within District	1
Out of District	4
Other	7

The principal of the school is respected by his staff, and has made a request that if the Central Administration decides to submit a proposal on differentiated staffing, that Eastern High School be considered. Although he has not polled his staff on this issue formally, he finds a number of key department heads willing to explore the possibility.

Two years ago the NEA made a study of teaching conditions in the city of Columbia, and found that they were below standards set by their Commission. Not only were salaries low, but teachers were overworked (the average working day was up to 10 hours) and felt that they were not able to exercise their professional skills given the amount of routine and discipline tasks the school required.

CURRICULUM OFFERINGS: EAST HIGH SCHOOL

DEPARTMENT	COURSE
Mathematics 1 Chairman 9 Teachers 2 Aides	General Math (required) Vocational Math Algebra I Algebra II Geometry Analytical Geometry-Calculus Math Survey
English 1 Chairman 10 Teachers 2 Aides	English 10 (required) English 11 (required) English 12 (required) Speech Journalism Drama
Social Studies 1 Chairman 10 Teachers 1 Aide	World History (required) American History (required) Economics American Government Psychology Sociology International Relations Marketing
Science 1 Chairman 9 Teachers 2 Aides	Physical Science (required) Vocational Science Biology Chemistry Physics Advanced Biology

DEPARTMENT	COURSE
Business 5 Teachers 1 Aide	Typing I, II Data Processing Business Law Bookkeeping Shorthand General Business
Art 2 Teachers 1 Aide	Art I, II Print Making Oils I, II Drawing
Industrial Arts 1 Chairman 4 Teachers	Mechanical Drawing Advanced Mechanical Drawing Woodworking I, II Metals I, II Auto Mechanics I, II Electricity
Home Economics 2 Teachers 1 Aide	Home Economics I, II Tailoring Family Living Exp. Cooking
Music 2 Teachers	Band Chorus Glee Music Theory Small Groups

DEPARTMENT	COURSE
Foreign Language 1 Chairman 5 Teachers	French I-IV German I-III Spanish I-III Latin I, II
Physical Education 3 Teachers	Boys' P.E. (required) Girls' P.E. (required) Gymnastics Swimming Health

Required for Graduation:

English I,II,III
Math - 1 year
Social Studies - 1 year
Science - 1 year
P.E. - 3 years

BUDGET: EAST HIGH SCHOOL

	BUDGET 1968-1969	BUDGET 1969-1970	BUDGET 1970-1971
PERSONNEL	690,112	736,960	784,000
INSTRUCTIONAL MATERIAL	69,207	72,850	77,500
MAINTENANCE OF PLANT	75,054	78,320	78,000
INSTRUCTIONAL SUPPLIES	32,956	23,270	26,500
TOTAL	887,329	921,400	980,000

Steps	BA	BA + 18	MA or BA + 36	MA + 18	MA + 36	DR	
0	6600	6750	6900	7050	7200	7500	
1	6850	7050	7200	7350	7500	7900	
2	7100	7350	7500	7650	7800	8300	
3	7350	7650	7800	7950	8200	8700	
4	7600	7950	8100	8250	8500	9100	
5	7850	8250	8400	8550	8800	9500	
6	8100	8550	8700	8850	9100	9900	
7		8850	9000	9150	9400	10300	
8		9150	9300	9450	9700	10700	
9		9450	9600	9750	10000	11100	
10		9750	9900	10050	10300	11500	
11			10200	10350	10600	11900	
12			10500	10650	10900	12300	

Department Heads receive an additional $800 plus 1 additional period of Release time.

MEMO

TO: Differentiated Staffing Committee

FROM: Superintendent of Schools

RE: Outline to be followed in submitting the prospectus

plus several concerns

1. The proposal should be no more than ten pages in length and in outline form. The following topics are to be covered:

I. Needs Assessment: The prospectus should specify the educational needs of:

a. Students in the target schools
b. The staff that will be involved in the project.
c. The community that is served.

In stating needs, global or general statements will carry little weight.

II. Objectives of the project: Objectives should be measurable and specifically addressed to the needs of students and staff.

III. Program Design: In designing the program model, it is important to make clear the relationship between the proposal and the needs and objectives it purports to meet. Too often in the past, proposals have described global needs, stated objectives measurable only by their vagueness, and specified programs that bore little relation to either.

The program description should describe a model of school organization which includes roles, decision making and salary levels. The way the staffing pattern affects curriculum, scheduling and other variables should be indicated.

It is recommended that the model(s) be represented schematically with short verbal descriptions.

IV. Training and Implementation: The proposal should outline a series of phases in the attainment of full implementation that highlights significant stages.

V. Budget-estimated: The budget should indicate only the allotted expenditure to the district for the project.

There are currently two sources of funding for the proposal you are writing. Both sources, it seems, are ready to fund well-conceived differentiated staffing projects. My understanding of the range of monies that would be available is that either the private foundations or the Office of Education will give us from $50,000 to $75,000 for the first year of the project. These monies will be used primarily for training of in-service administrative and teaching personnel.

This community really has gone about as far as it can on taxes for education. I don't believe the Board will buy anything that will stick us with a big permanent increase in personnel budget after the project is over. Will the community have to spend $50,000 a year extra after funding runs out? Can you chart the project cost over the next two years to show a very normal increase for the cost of education in the district? As you well know, 70% of our operating funds come from the local taxpayers. This leaves 25% from the State and about 5% from the Federal level.

ASSOCIATE SUPERINTENDENT - Mr. Hussell

Appointed by the Superintendent as "the man" in charge of all Federal Projects.

You have been an administrator in this school system for six years. You have held the position of Associate Superintendent for the past three years since receiving your doctorate in School Administration. Although you have some very definite ideas on the way the projects should be handled, you are unsure of what independence of action you actually possess. The Superintendent, a much more conservative administrator, appears to be unwilling to sever all ties concerning the designated projects.

Last year, the Superintendent made the statement, "Show me that differentiated staffing is good and we will then consider change." Since that time the Superintendent has been faced with community pressures and educational trends and has asked you to form a Steering Committee to develop a proposal concerning the implementation of differentiated staffing at East High School. This proposal will be subject to approval by the Superintendent and the Board of Education.

In reality, you realize that the staff is primed and ready for change. The staff and community respect your judgement much more so than that of the Superintendent. Most of the administrators are ready to follow you if you can present a good case for change.

In short, you have the "power" to run the district down any paths you so designate. The professional staff has been aware of differentiated staffing for some time and appear to be quite willing to look into it further upon your request.

<u>Power</u>:

As the person responsible for calling this planning group together, and because your professional standing depends in part on the quality of the proposal, you have the power and responsibility to get the group to produce a proposal.

1. You can, with the $300 planning budget (3 chips), contract for the use of consultants.
2. You can assign individuals in the group tasks to perform.
3. You are responsible for initiating the first meeting and thereby creating the climate and objectives for the group.

Political Reasons for selecting members of your differentiated staffing Committee:

Mr. Conserve: Assistant Superintendent for Personnel Services - Also appointed by the Superintendent. You know he is there because of his concern for the budget and recruiting of teachers.

Mr. Blasko: Principal - Selected by you because of his genuine concern for education and where it is headed. He has done some preliminary work with his staff.

Mr. Hartack: Vice Principal - Administrator on the way up. Good man to work with and have involved in change. The V.P. expressed a desire to serve on the Committee.

Mr. Blake: Career Teacher - Although Mr. Blake has not been active in professional growth, he does have an open mind and can do a lot of good for the school if he is convinced differentiated staffing is good. The fact that he is a Union leader makes him a likely choice for the Committee.

Mrs. Prescott: Parent - Selected because of the role she plays in the community, both as an active PTA officer and as a person with total community club involvement.

John Sawyer: Student - Very obvious selection if you are willing to involve a member of the student body. The boy can influence a lot of people both within the community and the school system.

Mr. Storrs: English Department Head - Member of the "old guard" -- seems to be a staff stabilizer. Has built the English Department into a well organized group and has done much to see that the department maintains an up to date status with respect to new programs. Has expressed much concern with respect to the ill-prepared students. Very hard worker, spends much time working with small groups outside the school day. Member of the local Education Association's Negotiating Team.

Mrs. Harbor: Guidance Counselor - 7-12 - Coordinator of the Guidance Department, she is probably the one person on the teaching staff that can relate well with all teachers in grades 7-12. Respected by the Administration and the teachers equally well. Does not mind telling others where there is an apparent weakness in the educational structure within the system.

Mr. Glover: Department Head - Mathematics - Selected for the Committee because of his strong concern for the solutions of many inadequacies in the teaching profession. He is one person that will not be in education in the near future unless we can pay him what he is worth. His views weighing industry vs. education should be very interesting.

ASSISTANT SUPERINTENDENT FOR PERSONNEL SERVICES - Mr. Conserve

As an Assistant Superintendent for Personnel Services, you are forced to be a realist. You have found that each year staffing becomes much more difficult for the Columbia School System. You have summized the difficulty to stem from the better working conditions, the near equal salary schedule, and the freedom for innovative thinking that is offered by the suburban schools.

You were appointed to the Committee by the Superintendent because he believes you will keep the best interest of the system in mind as well as keep the budget in line.

The idea of change is of concern to you in terms of staffing and budget. If change could present a possible solution to your problems, you are all for it. In terms of budgeting, you are aware that the district would veto any drastic increase in expenditures.

Historically you have been against part-time staff employment, but presently you have considered this as a possible solution to your staffing problems.

In your office, you have a long list of qualified teachers waiting for administrative positions to open within the system. If positions do not become available soon, it is likely that some of them would leave your District.

You have many contacts with professional and business men throughout the community who are most willing to offer their services in an attempt to bolster the curriculum, if you can find a means of using them.

A growing concern of yours has been, "How can we recognize a good prospective teacher?" With the new laws being implemented it is becoming much more difficult to release even the first year teacher that is not doing a satisfactory job.

In your dealings with the school district, you have found that the best way to insure a job getting done is to work through Hussell's office. The two of you have been very close since Hussell came to the central office. You are convinced that Hussell is the number one change agent in the school district. The two of you are also quite involved in several community organizations such as: Country Club, Lion's Club, and the Chamber of Commerce.

You have a good relationship with the High School Principal, Blasko. However, you have been openly criticized by many people within the district for hiring an outsider (Blasko) when there are so many people in the system waiting to move into administrative positions. In your opinion, Blasko is just what this district needs to spark new innovative ideas into the system.

CONCERNS RECORD

Assistant Superintendent for Personnel Services

When a concern that is indicated below is dealt with to your satisfaction in the development of the written proposal, award yourself 5 points by checking the box under the Statement of Concern. Document this by noting the place in the proposal that deals with your concern. (At the end of the game the director will review these, and has the right to disqualify an undocumented recording). Total your points at the end of the game.

1. The proposal should not significantly increase the personnel expenditures in the district. ☐ 5 points

   Documentation:

2. The proposal should indicate how difficulties of teacher recruitment will be improved. ☐ 5 points

   Documentation:

3. The proposal should provide innovative structural ideas for inservice training. ☐ 5 points

   Documentation:

4. The proposal should help lower the percentage of people leaving the district by providing defined career ladders in teaching with appropriate salary increments. ☐ 5 points

   Documentation:

5. The proposal will protect all certified staff members from arbitrary dismissal or salary reduction. ☐ 5 points

   Documentation:

Information for Assistant Superintendent

GRANDFATHER CLAUSE

(1) It will be necessary to provide additional monies for the cost of personnel during the transition between traditional and flexible staffing operations. This would basically cover the cost of personnel when the "Grandfather Clause" is applied to those individuals on current staffs and who cannot be placed appropriately in a flexible pattern according to "Levels of responsibility and compensation for services performed." This could be accomplished by establishing a contingency fund to be expended when cost prohibits the success of a pilot program considered to be highly significant to education.

The only transitional cost figures available are those from Temple City, California. The transitional cost for the Temple City Schools represents approximately 12% increase in costs of the traditional personnel allocation. The total additional cost for implementation in the Temple City Project was a 20% increase in operational budget.

It has been estimated by the two pilot schools in the Sarasota district that will be operational September, 1970, that an additional $30,000 per school, will be needed for transitional cost during school year 1970-71.

(2)

Fiscal Year	Current Expense Per Unit ADA	% of Increase
1969-1970	781.90	15.01
1968-1969	679.84	10.17
1967-1968	617.07	12.57
1966-1967	548.16	____

(3) Much of the rationale of a differentiated teaching staff is based upon the idea of establishing a career ladder for teachers, thereby attracting and retaining a greater percentage of career teachers in the classroom.

One method of ascertaining the attractiveness of differentiated staffing is to analyze the number and type of applicants to a place where the plan is actually in operation. For this reason, we were referred to the Temple City information for the following conclusions:

1. There was an increase in teacher applications to the school district at all grade levels from both males and females. Differentiated staffing has not reduced but enhanced the drawing power of the school district. (10% increase in male applicants - 30% in female applicants).

2. The data supports the fact that differentiated staffing has great appeal to young, female teachers and increased the ability of the district to attract a greater percentage of experienced teachers, especially men with Masters Degrees.

3. The data appears to justify the statement that differentiated staffing is indeed one appealing concept to teachers and can increase the drawing power of the public schools to attract and retain career classroom instructors. (See attached tables).

Cost factor information from the American School Board Journal (see attachment).

EDUCATION:

The State Department of Education reported that in the fall of 1967 the number of school-attending children to and including grade 12 in the city was 83,215, of which 68,450 were going to public schools and 14,765 were going to private schools. Regular day school and special Education programs' current operating cost per pupil in net average membership was $652.

As of September, 1970, teachers' salaries ranged from $6,600 to $12,300.

Higher educational institutions in Columbia include one private university, two junior colleges, and one community college.

PRINCIPAL - Mr. Blasko

You are a thirty-six year old graduate of an Ivy League School. You have been openly critical of the teacher colleges -- believing they are not adequately preparing the teacher candidates to face the challenges of the city school. You see weaknesses in the traditional structure and have requested your school be considered for an experimental program.

For the past two years you have spent much time with your staff reviewing the latest trends in education through structured inservice meetings. You have initiated release time for many of your staff members to visit other schools in and around the district.

The staff as a whole respects your leadership and feels as though you have done much for the school even though it does not consider you a practitioner.

You were an outsider brought into the system three years ago. You are not completely accepted by the other, well established, principals in the district.

You are probably the best principal in the system as far as public relations are concerned. You are always looking for new ways to involve and inform the public as to what is going on in the school. Your latest project has been parent involvement on field trips.

One of your self-designated goals for the year is working with the PTA group in an attempt to influence the choice of a yearly gift for the school. Last year it was a new trophy case; this year they are strongly in favor of an aquarium for the library.

Last year when you tried a short program on independent study, a woman across the street from the school called the police because there were four boys sitting on her front lawn.

This past summer, you spent time in a differentiated staffing workshop and came home loaded with material and good ideas.

To the best of your knowledge, the faculty would stack up something like this: 20 in favor of innovative change, 15 against, and 30 fence riders that could go either way depending on who presented the best case.

Your contact with the students has mainly been through the President of the Student Senate (Sawyer).

According to Sawyer, the students are quite pleased with the way you are running the school. However, they (the student body) feel as though a voice in curriculum selection and a role in teacher evaluation should be given to them. You have asked Sawyer to further develop his plan and you would take it to the teacher advisory group for their consideration.

As Principal, you are not too well liked by the career teacher, Mr. Blake, who is also the president-elect of the local Teachers' Union. Blake feels as though you are down on him because of his apparent lack of professionalism. You know Blake has been teaching for thirteen years, going to school occasionally to stay certified,but with no advanced degree in mind.

CONCERNS RECORD

Principal - Blasko

When a concern that is indicated below is dealt with to your satisfaction in the development of the written proposal, award yourself 5 points by checking the box under the statement of the concern. Document this by noting the place in the proposal that deals with your concern. (At the end of the game, the game director will review this and has the right to disqualify an undocumented recording). Total your points at the end of the game.

1. More effective utilization of the time and talents of educational personnel in that we give those staff members who relate best to students more time for student contact. ☐ 5 points

   Documentation:

2. The proposal should allow sufficient time for staff preparation of new roles. ☐ 5 points

   Documentation:

3. The proposal will detail the responsibilities of the principal. ☐ 5 points

   Documentation:

4. The proposal will create a situation whereby a series of objectives are developed and becomes the format for future planning. ☐ 5 points

   Documentation:

5. That proposal will produce a more feasible and well defined hierarchy within the ranks of the professional staff. ☐ 5 points

   Documentation:

RESOURCE ARTICLE

Education in this country resulted from an effort to maintain a literate population and an informed electorate. These objectives for universal schooling were not related to producing scientists or engineers, economic projectivity for disadvantaged or a scientifically educated consumer.

Pressure was levied on the public schools: What was once good for a small elite was now to be good for everybody. Education remained undifferentiated for all the children of all the people.

Questions of efficiency get hung up on appraisal techniques. We have never been able to tell how effective or efficient we are in public education. We have never had to since we had a virtual monopoly on public funds.

Staff differentiation could be accomplished on the basis of the ability of the teacher to utilize various tools to diagnose, prescribe, implement, and evaluate components of an instructional system to produce a series of prescribed student outcomes.

The current turmoil in education is a result of efforts aimed at discovering new means to meet these new demands. As such, staffing patterns utilizing machines and men in varying relationships is a solvable problem and represents the key to improving public education itself in the next generation.

VICE PRINCIPAL - Mr. Hartack

You are a 30 year old former Social Studies teacher and coach in the school system who wanted to get into administration. As coach your relationship with the students was described by many as superb. The Principal saw you as the logical candidate for the Vice Principalship 2 years ago. You have many ideas for improving faculty-student relations which have been fostered in part by your Master's Degree program in Sociology and Psychology from the State University.

Your relaxed relationship with the students and your conceptualization of the Vice Principal as more than a disciplinarian has gotten you in trouble of late. The most recent complaint involved your support of more independent study time for the Gold Key Honor students. Criticism has reached the Principal, that these students are wandering in the hallways when they should be studying. You are tired of your responsibility to create the schedule with the Guidance Counselors, who are even more irritated by the chore than you.

Your greatest concern is with developing mechanisms to improve teacher performance. Your latest idea is to establish a MICRO-Teaching Clinic for the faculty. Your thought was that the teachers would look upon MICRO-Teaching as a valuable evaluative instrument to improve their teaching performance. However, some of the teachers seem to look upon your idea as a means to determine who will be fired.

Your opinion of Mrs. Harbor, the Guidance Counselor, is quite favorable. Mrs. Harbor has openly criticized the inadequacies of education and has often been quoted as suggesting change for change sake.

Mrs. Harbor has discussed several articles on differentiated staffing with you and likes what she has read. She was very pleased at the opportunity to work with the Committee.

CONCERNS RECORD

Vice Principal - Hartack

When a concern that is indicated below is dealt with to your satisfaction in the development of the written proposal, award yourself 5 points by checking the box under the statement of the concern. Document this by noting the place in the proposal that deals with your concern. (At the end of the game, the game director will review this and has the right to disqualify an undocumented recording). Total your points at the end of the game.

1. The proposal should include an Inservice Training Program for Administrators, Teachers and Staff. ☐ 5 points

   Documentation:

2. Curriculum revision should be an on-going process. The proposal should include a mechanism to determine curriculum validity. ☐ 5 points

   Documentation:

3. Evaluative Performance Tests should be available for both the school system and its personnel. ☐ 5 points

   Documentation:

4. Task Analysis should be at the heart of any proposal. ☐ 5 points

   Documentation:

5. A communications system should be explored to facilitate meaningful interaction between all who are involved in change. ☐ 5 points

   Documentation:

GUIDANCE COUNSELOR - Mrs. Harbor

You have lived with the inadequacies of education for the nine years you have been a counselor, and have been a great advocator of change for quite some time, but have met with much resistance until the coming of the present Principal. You are regarded by your peers as a good counselor who works very closely with the teachers and the students.

You feel very strongly that the present educational system is geared for a select few and that the system should be flexible enough to meet the needs of a greater percent of students.

Your knowledge of differentiated staffing with its flexible schedule is not too strong but what you have read led you to believe it may be the best approach to date.

At thirty-five years of age, you have spent little time away from education. With a Masters Degree and many hours toward your doctorate, your evenings and summers have been devoted to school and advancement. More hours of credit is the only way to convince the board that you are a better counselor.

Your professional concerns include a belief that the school should pursue ways of working with students in small groups, particularly in the area of values and psychological adjustment.

You believe that the Principal recommended that you be on this Committee because he values your ideas and your understanding of student needs.

You worked closely with the Associate Superintendent when he was a junior high Principal in the district prior to being elevated to his present position. You are well aware of his power and know his philosophy in favor of change.

You find that most of the cooperation on the staff comes from the chairman of the Math Department (Glover). He has proven his ability to teach and to advise others in the Math Department. Mr. Glover has expressed, to you, his intentions of leaving the teaching field to pursue a job in industry which will ultimately pay a larger salary and provide him a greater incentive. You know that Glover enjoys teaching, but he has grown to the maximum salary in the district without going into Administration.

CONCERNS RECORD

Guidance Counselor - Mrs. Harbor

When a concern that is indicated below is dealt with to your satisfaction in the development of the written proposal, award yourself 5 points by checking the box under the statement of the concern. Document this by noting the place in the proposal that deals with your concern. (At the end of the game, the game director will review these, and has the right to disqualify an undocumented recording). Total your points at the end of the game.

1. The plan should relieve professional counselors from the clerical chores of recording and filing all student records. ☐ 5 points

   Documentation:

2. The counselor ought to be relieved of duties in scheduling students and acting as an assistant administrator. ☐ 5 points

   Documentation:

3. The school ought to do more to meet students psychological needs. One counselor cannot meet the personal needs of 250 students. ☐ 5 points

   Documentation:

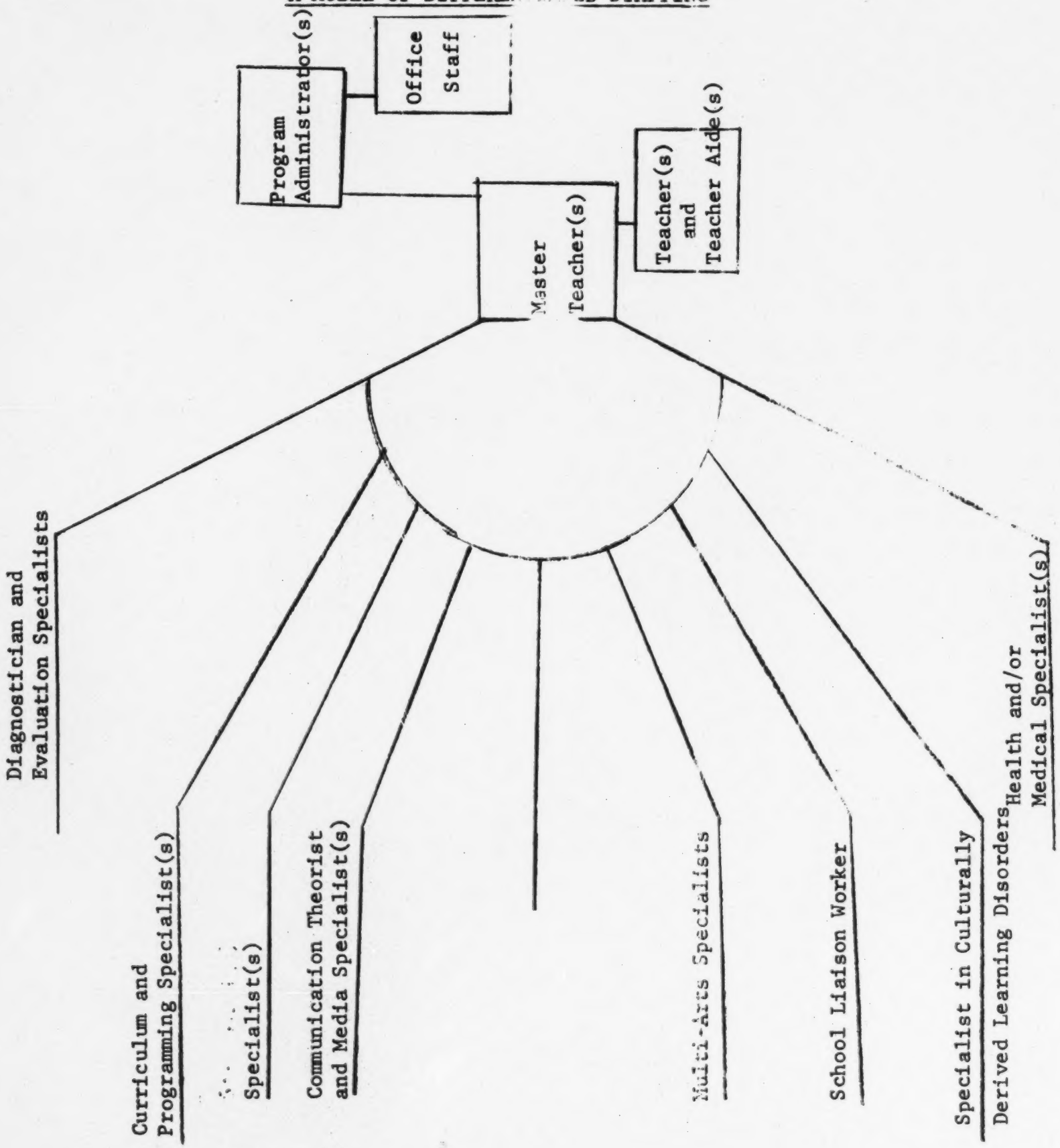
4. One of the counselor's important functions should be to conduct group counseling. ☐ 5 points

   Documentation:

5. The techniques of Behavior Modification should be built into training programs for counselors. ☐ 5 points

   Documentation:

A MODEL OF DIFFERENTIATED STAFFING



The master teacher holds the central position. All other roles are supportive of that role. The master teacher can function alone, but his effectiveness increases with the addition of each specialist, assisting teacher and aide.

Positions:

Master Teacher --

Collaborates with other staff members in the planning of learning; generally manages the teaching-learning process; assumes instructional responsibilities in specific curriculum areas; decides on the mode of instruction and selects appropriate media; supervises teachers and aides; collaborates in evaluation of student performance, teacher performance, and program effectiveness; helps with in-service training of aides; keeps abreast of new developments.

Administrator --

Helps to select staff members for the program; collaborates with other staff members in planning, implementing, and evaluating the program and staff performance; generally responsible for administering the program, keeping priorities in mind; budgeting and cost effectiveness accounting; ordering materials; supervising facilities; makes sure the master teacher's role has full support from auxiliary staff; prepares reports on program and disseminates information to staff, students, and community; proposal writing and fund raising.

Diagnostician and Evaluation Specialist --

Operate diagnostic clinic; provide student performance information for master teachers and curriculum specialists; keep performance records on each student; participate in program planning with other staff members; directs the planning of the evaluation and evaluation itself; supervises interns.

Curriculum and Programming Specialist --

Assist master teacher in general programming and individualizing materials for students; assist master teacher in use of materials in class; help prepare materials for parents and for use by children at home; works with A-V specialists; supervises programmed instruction and computer aided instruction; supervises student interns; participates in program evaluation.

Media Specialist and Communications Theorist --

Assist curriculum specialist and master teachers in planning most effective ways of presenting materials to be learned; create necessary audio-visual materials and supports; work with learning disorders specialist in individualizing programs and experiences for students facing particular problems; administer audio-visual services to all staff members; participate in program evaluation.

Multi-Arts Specialist --

To serve as resource in planning and implementing learning activities centered around an aesthetic mode of inquiry; coordinate efforts of different master teachers in these areas; supervise student interns and/or aides; participate in program evaluation.

Concept of Promotion --

Promotion is not automatic in a differentiated teaching staff. If it were, it would easily become merit pay. If promotion were automatic it would mean that tasks were not differentiated enough to enable the organization to tell how many persons occupying such roles were necessary in the first place. It is possible to predict how many custodians, principals, coordinators, etc. a school system needs. Though many are qualified, only a certain number of roles are open for the performance of those job responsibilities. The identification of roles is based on the principle of differentiation. Merit pay has made promotion automatic since there was no differentiation of actual job tasks, only on how such tasks allotted to the classroom teacher were qualitatively performed.

ENGLISH DEPARTMENT HEAD - Mr. Storrs

At 54, you are the oldest person on the faculty. You have seen several innovations in education come and go, leaving only a slight impact on the school itself. Differentiated staffing appears to be a current educational fad to you, but you are willing to listen to proposals for its implementation.

You had been chairman of the Salary Committee for five years running before being replaced this past year.

One of your long time concerns has been the quality of reading in the public schools. You feel there is a growing need to strengthen the reading program. In fact, you had an article published in the State Education Association's magazine on the need for remedial reading at the high school level.

You have expressed a need to hire and train teacher aides to assist the English Department as readers. Once this program has been implemented, you would like to see it expanded to the point whereby these aides actually assist in the remedial reading program.

You have done much work with the Student Senate President (Sawyer) who is also the student selected as a team member on the Differentiated Staffing Committee.

Sawyer had spent much of his free time last year with you, at your request, looking for ways to make English more relevant to underclassmen.

Sawyer is a very bright and interesting individual who has participated in several national conferences for youth.

Your wife is a very close friend of Mrs. Prescott (parent on the committee). They both belong to the Women's Club, the same bridge club, and bowl together on Wednesday evenings. Mrs. Prescott enjoys individual recognition, doing most anything to get it. She is a very good worker for community affairs, yet seems to be quite conservative with regard to public education.

CONCERNS RECORD

English Department Head - Storrs

When a concern that is indicated below is dealt with to your satisfaction in the development of the written proposal, award yourself 5 points by checking the box under the Statement of Concern. Document this by noting the place in the proposal that deals with your concern. (At the end of the game the director will review these, and has the right to disqualify an undocumented recording). Total your points at the end of the game.

1. The proposal should increase the amount of unscheduled time each member of the department has. ☐ 5 points

   Documentation:

2. The proposal should include language and communication specialists. ☐ 5 points

   Documentation:

3. The proposal should allow for more classroom flexibility. ☐ 5 points

   Documentation:

4. The proposal should release the classroom teacher of trivial tasks and give them more time for preparation of curriculum materials. ☐ 5 points

   Documentation:

5. The teacher training plan incorporates performance criteria and individualized instruction for teachers. ☐ 5 points

   Documentation:

DEPARTMENT CHAIRMAN - MATHEMATICS - M.. Glover

At the age of 27 you have your masters degree in Mathematics, have taught for five years, and have been elevated to the department head position this past year. As far as teaching is concerned, you are at the top of the ladder. At this point, you are strongly considering a change to industry, where there seems to be no end to the advancement and the salaries are much more commensurate with the individual and his willingness to achieve greater goals. You enjoy teaching, and this in a way is the source of your problem. Not only are the chances low of reaching a salary adequate to meet the growing needs of your family, but there is no place to rise within the school system except in a direction away from the students and into administration. If you must give up teaching, you would rather work in a true business environment, where the rewards (salary and responsibility) are greater.

In an attempt to supplement your income you work one night a week and all day Saturday at the local shopping center selling men's suits. This, along with the hours you spend grading papers, attending faculty meetings, supervising detention halls, etc., does not leave much time for your family. You do not feel that you can continue in this pattern for many more months.

In general, you feel that there are many inadequacies in education, and you have some ideas about possible solutions. Many of the problems faced by school systems appear to you to be structural and organizational, and you would like to see a combination of educational innovations (flexible scheduling, new grading procedures, etc.) and industrial methods (of promotion, training, evaluation, job description) applied. What you have been told about differentiated staffing sounds very good.

One of the things that bothers you the most about the organization of your own school is the large amount of petty inflexibility. For example, last year you could have served as a consultant to a firm that was developing educational games. The work would have contributed to your professional growth (thereby aiding the school indirectly) as well as adding needed dollars to your income. But the administration would not let you leave town for a day without docking your pay and frowning. In the end, you had to give up the chance. This attitude hurts students, too. One thing which you really dislike is hall passes. You think they are a useless insult to the kids' responsibility. Lately you have refused to even make the passes out, causing some confusion down in the office. You have even considered, half seriously, mounting an anti-pass campaign, which would be run by teachers and students

affiliated in an organization known as "PASSOUT".

You feel that you have probably been chosen to serve on this planning committee because of your position as department chairman, since you have made few attempts so far to publicize your ideas about change and reform. You also feel that you are one of the more liberal members of the committee.

Your most respected colleagues and friend is Mrs. Harbor from the Guidance Department. Mrs. Harbor has done much to help you further understand the students at East High. It is also quite apparent that the two of you have been the most active advocators of change outside of the administrative circle.

Both of you feel a strong need for student participation in decision making which was an idea unheard of five years ago.

Your strong connections have helped you to gain a friend in Mrs. Harbor, but you have also gained a critic in Mr. Storrs from the English Department. Storrs thinks you are a nonconformist that is trying to make waves for public educators.

CONCERNS RECORD

Mathematics Department Head - Glover

When a concern that is indicated below is dealt with to your satisfaction in the development of the written proposal, award yourself 5 points by checking the box under the statement of concern. Document this by noting the place in the proposal that deals with your concern. (At the end of the game, the game director will review these, and has the right to disqualify an undocumented recording). Total your points at the end of the game.

1. Job responsibilities should be negotiated on the basis of a system such as Kodak uses. After a general job description has been designed, a teacher negotiates his specific responsibilities and tasks with his immediate superior. This produces a job contract, which is rewritten annually. You are interested in seeing that this approach is taken; the specifics (for example, how often the contract is negotiated) are less important. ☐ 5 points

   Documentation:

2. Promotion should also include a concept used at Kodak. No one can be promoted up the differentiated staffing ladder until someone has been trained to take his or her place. A person is thus given at least partial responsibility to provide in-service training for subordinates. ☐ 5 points

   Documentation:

3. Evaluation of the differentiated staffing program should also be based on industrial techniques. Specifically, the evaluation should basically measure the system's output. In the case of a school, this data might involve information on student flow, student achievement, morale, teacher flow, etc. Again it is the approach - measuring output - in which you are interested, not the specifics of whether teacher flow is more important than student achievement. ☐ 5 points

   Documentation:

CONCERNS RECORD - Mathematics Department Head (co.'t)

4. The differentiated staffing model must facilitate individualized instruction in mathematics. Students who have outstanding abilities must be allowed to progress on their own, with easy access to a teacher. Students who need supervision must have quality supervision. And students who need remedial work must be able to get as much help as they need. ☐ 5 points

   Documentation:

5. The differentiated staffing model produced must not destroy the basic autonomy of the mathematics department by giving control of major decisions to the administration. ☐ 5 points

   Documentation:

CAREER TEACHER - VICE PRESIDENT TEACHERS' ASSOCIATION - Mr. Blake

You have been teaching in the school system for thirteen years. During this time you have held various offices for the local Teachers' Association. For the past six years you have been very active in the Teachers' Union, holding the present position of Vice President, which automatically elevates you to the presidency for the coming school year.

When confronted with the idea of differentiated staffing for the first time, you openly made the statement: "I teach the way I was taught, and certainly differentiated staffing will not make me change." Since that time, you have read much of the material made available and like the idea of making in excess of $15,000 per year as a classroom teacher.

As a Union leader you are concerned with differentiated staffing because as you see it, the distinction between management and labor is not clearly defined. Officials of the teacher organization express considerable reservation about the concept of hierarchical levels of responsibility among and within these groups.

Educationally, you have managed to stay certified though you have not yet received an M.A. Your summers and Saturdays are devoted to maintaining a house painting crew.

You suspect that the Associate Superintendent asked you to be on this committee as an unofficial representative of the Teachers' Union, and you accept this role.

You used to enjoy the company of Hartack when he was another classroom teacher at East High School before becoming Vice Principal. In your opinion, Hartack has been somewhat of a disappointment. Hartack used to be quite critical of the administration, but now seems to be one of <u>them</u>.

You have had the opportunity to discuss educational issues with Mrs. Prescott on two different occasions this past summer while doing some painting for her. Mrs. Prescott has expressed her concern about the talk of independent study and less structured time. She feels as though education can be strengthened by lengthening the school day rather than shortening it.

CONCERNS RECORD

Career Teacher - Mr. Blake

When a concern that is indicated below is dealt with to your satisfaction in the development of the written proposal, award yourself 5 points by checking the box under the statement of the concern. Document this by noting the place in the proposal that deals with your concern. (At the end of the game, the game director will review these, and has the right to disqualify an undocumented recording). Total your points at the end of the game.

1. The proposal should reduce the teacher-student ratio. ☐ 5 points

   Documentation:

2. The proposal should reduce the number of clerical chores for the certified teacher. ☐ 5 points

   Documentation:

3. The proposal should increase the salaries of all certified staff. ☐ 5 points

   Documentation:

4. An academic senate should not replace the collective bargaining process by deciding on issues such as: # of teaching hours, workload, transfer policies and teacher evaluation. ☐ 5 points

   Documentation:

5. The plan should not introduce a greater hierarchy within the ranks of certified teachers. ☐ 5 points

   ie: Senior Teacher
   ↓
   Curriculum Specialist
   ↓
   Associate Teacher
   ↓
   Junior Teacher

CONCERNS RECORD - Career Teacher (con't)

Rather, the plan should dfferentiate horizontally according to teacher specialties.

ie:

Curriculum Specialist	Media Specialist	Evaluation Specialist	Instructional Specialist

Documentation:

STUDENT - John Sawyer

You are a high school senior who is President of the Student Senate. Academically, you are near the top of your class; you find that you can achieve excellence with little or no effort. Socially, you have friends in all ability groups. This is partly due to your well-known athletic abilities (varsity football and basketball) and partly due to your outgoing personality. You are a member of the Junior Statesmen of America and the school's Gold Key Society.

You have spent many hours advocating change to the administration, for it is clear to you that the school does not provide an educational challenge for the upper track, college bound student. You feel that one answer to this problem is to make the school structure much more flexible. You are interested in seeing students assume more leadership roles, and in giving people a chance to try new educational experiences (like offering cooking to interested boys). As a reflection on your personality and respect, you have also been invited to speak before many local organizations giving your views on student unrest, drugs, sex and schools in general. You are very well read and have been sent to two national student conventions by the local Lions Club.

The student body respects you and feels that you are the one to help them influence the administration and present their desires, namely: a voice in curriculum selection and a role in teacher evaluation. The administration has been quite willing to listen, but you are sometimes unsure about their commitment to action. For example, the Student Senate has nothing but advisory power. In serving on the Staffing Committee, you wonder if your presence is merely a token gesture, whether your views will carry any weight. Furthermore, you are a little worried that your friends will see you as having been co-opted by the Establishment, and whether you might, therefore, lose your standing with them. You are determined to do everything in your power to make sure that differentiated staffing addresses itself to student needs.

As a high school senior you have been actively engaged in a program designed to improve the English curriculum at East High. Mr. Blake, the Department head, has relied heavily on your input as a student. You have been quite impressed with Mr. Blake and his willingness to change, yet other students say he is still a very traditional teacher.

You have had the opportunity to associate quite frequently with Mr. Blasko, the high school Principal. As Student Senate President, one of your main functions is to coordinate student activities through the Principal. Your opinion of Mr. Blasko has been very high. He is a fair man and feels as though the students deserve a voice in their education.

CONCERNS RECORD

Student - John Sawyer

When a concern that is indicated below is dealt with to your satisfaction in the development of the written proposal, award yourself 5 points by checking the box under the statement of the concern. Document this by noting the place in the proposal that deals with your concern. (At the end of the game, the game director will review these, and has the right to disqualify an undocumented recording). Total your points at the end of the game.

1. The proposal must include provision for using students in teaching roles. Furthermore, students who teach must be compensated for their work, either in dollars or with credits or some other school-based reward. ☐ 5 points

   Documentation:

2. The proposal must include a student voice in personnel decisions: hiring, firing, and promotion/demotion. Whatever body will make such decisions must have voting student representation in a ratio of 4 or fewer teachers and administrators to 1 student. ☐ 5 points

   Documentation:

3. The proposal must insure that students have more, not less, access to the best teachers in the school. That is, those teachers who are placed at the top of the hierarchy must have contact with <u>at least</u> as many students as they do now. ☐ 5 points

   Documentation:

4. The proposal must include other structural changes besides differentiated staffing. Flexible scheduling, significant use of unstructured time (35% or more unstructured time), experimental courses, and/or similar innovations must accompany the implementation of differentiated staffing. ☐ 5 points

   Documentation:

5. The differentiated staffing model must not limit the school to existing disciplines (Math, Science, English, etc.). It must allow for interdisciplinary work, or work in entirely new disciplines, on the part of students and teaching staff, without bureaucratic roadblocks. ☐ 5 points

   Documentation:

PARENT - Mrs. Prescott

You were selected to be a member of the Associate Superintendent's committee because of your position on the local PTA (President) and the Women's League.

As a parent and also a member of the community, you are concerned about the school system and what "they" are trying to do with it. You also are well aware of what other parents in the community think of the school system and are very capable of relating their views

Your son, once near the top of his class, seems to have lost interest in his school work. However, you really know that your son is a good student, and therefore, you are very interested in the reason for his disinterest.

You are outwardly in favor of change if it will help your son become a better student. But you feel that the way to change is not to give students more free time. You are away from home a great deal of time each day and would be quite concerned if your son were out walking the streets instead of learning in school.

The rise in national drug and sex problems both are of real concern to your community. In fact, you have been told that the drug problem has been growing in school. How will differentiated staffing solve this question?

The Assistant Superintendent for Personnel Services, Mr. Conserve, seems to be your kind of man. He is very cautious when it comes to a new program or anything else that appears to be costly to the tax payer. You know that Mr. Conserve's main problem seems to be that of maintaining an adequate staff for East High. Mr. Conserve feels as though his job is difficult enough without the additional burden of explaining a new program to prospective candidates.

Another one of your better friends in education is Mr. Blake, President of the Teachers' Union. In your eyes, Mr. Blake is not the ideal professional teacher in that he has failed to advance himself educationally since his initial degree. However, Mr. Blake is a teacher leader, and, like you, is against merit or incentive pay for teachers.

CONCERNS RECORD

Parent - Mrs. Prescott

When a concern that is indicated below is dealt with to your satisfaction in the development of the written proposal, award yourself 5 points by checking the box under the statement of the concern. Document this by noting the place in the proposal that deals with your concern. (At the end of the game, the game director will review this and has the right to disqualify an undocumented recording). Total your points at the end of the game.

1. The cost to implement differentiated staffing has been great. The proposal should include a phasing out of the over-expense. ☐ 5 points

   Documentation:

2. A definition of terms seems to be in order. The community really doesn't understand the innovations now being tried. We need a mechanism to handle the communications gap. ☐ 5 points

   Documentation:

3. How does differentiated staffing help the slow learner? The proposal should include a program to deal with the child who can not wisely use unscheduled time. ☐ 5 points

   Documentation:

4. We can't just toss kids into flexible scheduling cold, nor can we expect them to make the transition to a traditional school. An orientation is in order for children who are to have their first experience with differentiated staffing. ☐ 5 points

   Documentation:

OUTLINE OF STUDY ON
DIFFERENTIATED STAFFING

Columbia Teachers Union

From: AFT QuEst Report #2. Dr. Robert D. Bhaerman. "A Study Outline on Differentiated Staffing."

IV. Strengths:

A. Provision for the cooperative alliance between colleges, schools, and the community.

B. Career ladders for paraprofessionals, particularly those from low-income families to work in low-income areas.

C. Higher salaries commensurate with performance and responsibility. Automatic promotion regardless of competence is eliminated.

D. Wiser use of teacher talents. Less successful teachers might be used more effectively, if they did not have to perform the full range of traditional teacher tasks. (*But see the roles of staff teacher listed above*).

E. As reported in the Temple City, California, interim evaluation (Fall, 1968), there appears to be greater individualization of instruction, a more open climate, an enriched learning environment, greater teacher participation as well as satisfaction, and a good deal of pupil and teacher enthusiasm.

F. As reported in the May, 1969 article in the American Teacher, proponents of the plan advocate the plan on the basis that it promises:

- career advancement to teachers.
- retention of career teachers in the classroom, at least part of the time.
- some teachers would be paid salaries commensurate with those of administrators.
- teachers would command greater prestige.
- evaluation by colleagues.
- reduction of the gap between teacher and administrator (although the possibility also exists for widening the gap between teacher colleagues).
- a structured incentive system.
- decision-making and teacher participation.
- a vehicle for the improvement of instruction.

V. Weakness and Other Significant Questions:

A. Should the staff teacher be relieved of responsibility for curriculum development? Should not this task cut across all "levels"? Similarly, are not all staff teachers, to some significant degree, responsible for "feeding in" the latest findings and implication of educational research? Should the concept of the staff teacher be limited to "the doer"? Should not the "input" of teachers cut across these lines: instruction, curriculum design, research feedback?

B. The issue of evaluation, i.e., one would be evaluated, in part, by those who think that you may be seeking <u>their</u> job (and, maybe you are!). This can lead to divisiveness.

C. Only a limited number of doors and spaces are open "at the top". The establishment of a new elite.

D. The problem of role clarification. (See *QuEST Paper #7*). The difficulty of identifying and ranking responsibilities.

E. The problem of what happens if staff teachers should earn higher degrees than a B.A. ...but for any number of reasons does not move up the ladder. On what salary scale is <u>he</u> paid? B.A., M.A., Ed.D., or Ph.D.?

F. The question of tenure for senior teachers and master teachers. (*The basic level of a teacher continues as a tenured level, and one could continue on the salary schedule as a teacher in the traditional way. Opportunity to move to higher levels may exist, but without tenure*).

G. Difficulties (but not necessarily inherent weaknesses) which must be overcome with a great deal of effort: the need to modify the total school scheduling program, the need to establish new concepts of staff training, the need to overcome problems of communication between levels.

H. All teachers can be more effective if given the proper assignment, i.e., there is no need to create a vertical hierarchy to achieve most of the differentiated staffing objectives.

I. "The problem of distinguishing between professional and non-professional roles is even more complex than defining performance criteria".(16)

J. Intended as a financial short-cut? It may well be used strictly as an economy measure.

K. Items brought to light by the Florida AFT position paper (28) on differentiated staffing:

1. Differentiated staffing was created to serve not student needs, but administrator convenience.

2. Differentiated staffing, properly implemented, requires substantial increases in educational funds while present basic needs (in Florida) remain pitifully underfinanced.

3. Differentiated staffing embodies the philosophy and weakness of merit pay.

4. Differentiated staffing provides the legal means for using "unqualified personnel" at reduced salaries in an effort to economize on personnel costs.

5. Differentiated staffing does not reward all qualified teachers who seek advancement.

6. Differentiated staffing provides a vehicle to perpetuate racism.

7. The right to hold and express opinions which are in opposition to those held by the bureaucracy would be effectively suppressed under differentiated staffing.

8. Any educational change which does not involve real teacher participation in the planning is an exercise in futility.

9. Differentiated staffing aims to prevent collective bargaining by setting up a teacher hierarchy and dividing teacher ranks.

L. Items from the article on differentiated staffing in the May, 1969 *American Teacher:*

- it submerges the teacher in a hierarchy of levels and assumes that teacher roles and responsibilities can neatly be categorized into such levels;

- it encourages faculty separation and divisiveness;

- it vests decision-making in a new elite, substituting a new for an old elite;

- it encourages conflict in ambiguity of roles;

- it embodies the philosophy and weakness of merit pay;

- it limits the advancement of qualified teachers if no positions at the top are open;

- it usually results in increased costs without ostensible improvement in the product.

- In addition, establishing levels of teachers may provide more opportunity for undesirable distinctions to be made. Where position and title are overemphasized, their prerogative of "office" are abused, and where respect of one's colleagues is derived from position, everyday communication could be seriously impeded.

M. Teachers may become even more remote and less involved with the students.

N. Bureaucratic expansion tends to narrow decision-making opportunities and push decision-making to higher levels.

O. Big claims often are made for differentiated staffing, but the big problems often are minimized.

P. "We should develop talent, not grade it". (Dr. Don Davies, USOE, in an address at the University of Massachusetts, March, 1969). This *also* is relevant to teachers.

Q. "Evaluation is a 'bag of worms', a 'sticky business'". (Dr. Roy Edelfelt, NEA-TEPS Commission in an address at the University of Massachusetts, March, 1969.)

R. Two main items from the initial Temple City evaluation report: *(However, in fairness it should be pointed out that the project was in its early stages when the evaluation was conducted)* tendencies toward faculty separatism and toward a new elite in decision-making, conflict due to role ambiguity.

S. Former USOE Commissioner Howe and others, e.g., Dr. Dean Corrigan have stated that "organization need not be hierarchical but can be based on a team of peers".(30)

VI. Primary Issues where the concept of differentiated staffing directly relates to areas of collective bargaining:

A. Number of teaching hours -

B. Assignment -

C. Transfer Policy -

D. Workload -

E. In-service education -

F. Evaluation of teachers -

G. Use of auxiliary personnel -

H. Tenure and job security -

(This is where the AFT local QuEST and negotiating committees surely will be heard!)

VII. An AFT statement on the concept was reported in the May 1969 issue of the *American Teacher*. While no official policy resolutions have been developed, the following items generally summarize the Union's view, at this time.

1. The AFT, through the process of teacher negotiations, reiterates the necessity for teacher involvement in all phases of decision-making on matters of educational policy and process. Academic senates should not be viewed as substitutes for comprehensive collective bargaining.

2. The AFT reiterates its opposition to merit pay scales, and to other methods which may be elusive disguises for merit salary ratings.

3. The AFT reiterates its long-time goal for the limitation of maximum class size, and opposes the attempt to increase teacher-student ratios. Nevertheless, within the context of collective bargaining the AFT does support all forms of legitimate educational experimentation--such as modular or flexible scheduling, team teaching, use of paraprofessionals and, indeed, specialization and differentiation of teacher role and assignments on a horizontal basis. What it does not support is so-called educational "solutions" which create more problems than they were intended to resolve and promote divisiveness in the teaching profession.

4. The AFT supports the position that teaching is not competitive. It is a cooperative and communal effort and so it should remain. Nothing must be injected to create divisiveness.

5. The AFT supports legitimate and comprehensive research efforts in order to evaluate various differentiated staffing models. Such evaluatory research must take into consideration the effects of these models upon educational productivity.

In addition, President Selden, in his "State of the Union" address at the 1969 Convention stated:

> The idea of differentiated staffing--separating faculty members into specialized functional and status categories--originated outside the governing bodies of the teaching profession--either NEA or AFT--and, it was thrust upon us without discussion or vote. Now we have to deal with it...We have avoided an outright negative response but, at the same time, we have made it clear that we will not support the introduction of ranks into elementary and secondary school teaching. We consider this merely a device to introduce merit rating in disguise.

VIII. *It is my <u>personal</u> view that a positive, negotiated response or plan can be developed which would incorporate basic union concepts. Such a positive response can be incorporated into collective bargaining contracts. While the details of such a plan will needed to be filled in across the negotiating table, through the process of collective bargaining, in my personal view, such a positive design would include the following key items:*

1. *It must improve the pupil-teacher ratio, not make it more burdensome.*

2. *It must eliminate--not increase--clinical chores.*

3. *It must boost dramatically the salaries of <u>all</u> certificated staff. In addition, single salary schedules could be pro-rated to include the levels of paraprofessionals on career ladders.*

4. *It must provide tenure protection and a grievance procedure to assure every member of the staff due process.*

5. *Specific differentiated job descriptions should be worked out to include both specialists and generalists. (However, it is philosophically untenable, I maintain, to distinguish hierarchical levels of responsibility among and within these groups.) (See* QuEST Paper #7.)

6. *Evaluation should stress the identification of strengths and weaknesses and, hence, should lead to individualized and personalized growth plans, i.e., in-service education. (See the concept of the Continuous Progress Alternative in several QuEST papers).*

7. *Some staff would be full-time and some would be part-time. This is more important than it seems on the surface. The intent here is that the school staffing patterns, indeed, should be more flexible than they have been in the past.*

8. *A general horizontal conception of the single salary schedule is conceived. For example,*

High School Diploma or Equivalent	*AA*	*BA-30*	*BA-15*	*BA*	*BA+15*	*BA+30*	*MA*	*etc.*

...determination of salary is based on experience, education, and whether service is for full-time or part-time work.

9. *A general horizontal conception of staffing is conceived. For example,*

Sub-certificated Personnel	*Certificated Personnel*
youth tutoring youth *aides* *assistants* *associates* *interns* *students-in-teaching, etc.*	*specialists in such areas as media, diagnosis, instruction, etc.* *good old-fashioned generalists and occasional renaissance types...*

PART II

FAVORITE QUOTES

Staff differentiation is education's new "in" term. It is a concept which calls for experimentation and, within the framework of collective bargaining, redevelopment in order to provide a greater concern for the group it most directly effects, namely, classroom teachers. It is a concept for which one must attempt to utilize the positive and workable elements and discard the divisive and unreasonable ones.

As one reads through the many papers and reports, a number of items stand out which simply must be shared more widely. Whether one supports DS outright, opposes it unequivocally, or sees it as an idea which has some "merit" (no pun intended) as well as some serious weaknesses, reactions are inevitable. It is impossible to stay totally neutral, one way or the other.

Below are some of the more interesting quotes from the DS literature. They are offered without comment. But I am certain that you will, of course, supply your own comments. (The number in parentheses again refer to the item in the bibliography).

- What needs to be done to improve the status of the career teacher?

  1. Reduce the total number of teachers.

  2. Abandon the equality theory. Move toward a more differentiated staff, in which there is a high level of position toward which young persons can aspire and toward which they can, if they are competent, make steady progress. You should not be able to start at the top. (9)

- The senior teacher shares responsibility with the master teacher for carrying out a self-renewal function that works like this:

- About 60 percent of the senior teacher's time is spent in the classroom, where he tests new methods suggested to him by the master teacher. When he feels he has worked out an effective technique, the senior teacher conducts inservice workshops for all the teachers in his field at that school, training them in the use of the new technique. (11)

- About 40 percent of the master teacher's time is spent in the classroom; in addition, it is his responsibility to keep abreast of all research into new methods and content in his curriculum area. He evaluates the research and decides what should be assimilated into the system from kindergarten through 12th grade. With the help of the senior teachers, he devises pilot projects to test the new methods and plans. (11)

- Decision-making authority is primarily vested in the senior teachers through an Academic Senate (which is responsible for the individual school's program), through an Academic Coordinating Council (which is responsible for curriculum throughout the district). Three senior teachers, one tenure teacher elected by the staff, and the principal

sit on the Academic Senate which meets twice a week and decides by majority vote virtually everything that takes place in the school. (11)

- By employing more Associate and Assistant Teachers and less Specialists and Senior Teachers, costs can be kept in line with existing salary allocations. (20)

- The Academic Senate is to assume all of the responsibilities of the present school curriculum council plus the development of recommendations in all other areas which are of school, district, and system wide concern. These would not only include the improvement of the instructional program but also such areas as: administrative policy, board policy, evaluation, and teacher welfare problems. (20)

- He (the principal) is the controller of the decision-making process. (20)

- The disciplining of students is the responsibility of the principal; however, it is quite possible that routine work in this area would be delegated to other staff members. One or more teachers who are particularly able in working with students could be cast in a part-time disciplinarian role. (20)

- As a teacher progresses up the promotional ladder, he is required to assume additional responsibilities. These would include working with new teachers, guiding students, leading teaching teams, working on new curriculum projects, assisting in school management, scheduling, allocating instructional resources, teaching in-service courses, etc. (20)

- Working with the Academic Senate, the principal will define job responsibilities for each member of the faculty. (20)

- It is apparent the end results of differentiated staffing upon the actual learning process are not conclusive enough at this time to warrant a massive plunge of the entire state into this new approach to teaching. (22)

- The Master Teacher and the Senior Teacher form the "self-renewal" unit in a subject or skill area. These two advanced personnel feed into the school a steady flow of relevant new practices and curriculum content to keep the school abreast of the times and thereby avoid much of the content and instructional obsolescence so common in schools today. (27)

- The Master Teacher is first a good teacher, though not perhaps the outstanding teacher as in the case of the Senior Teacher. (27)

- The Senior Teacher is a learning engineer. (27)

- The staff teacher is freed from curriculum development. (47)

- Policy-making at each school would be vested in an academic senate composed of senior teachers and staff teacher representatives...This body would conduct school business pertaining to instruction, including decisions on class size, course offerings, course requirements, grading

policies, and schedules; determine school discipline policies; function as liaison with the district or county office and other schools; and coordinate the evaluation of their colleagues at the school level. (47)

- A brief summary of possible major differences among these four teaching levels might be that the master teacher would be responsible for shaping the curriculum, researching new instructional techniques, and investigating new modes of learning. The senior teacher might be responsible for making the concepts and goals of the curriculum explicit for a given course or grade level. The staff teacher then would be the most likely person to translate these curriculum units and goals into highly teachable lesson plans and, along with associate teachers, to assume the major responsibility for carrying them out. (56)

- "They ought to take that ladder and lay it on its side." Bruce Eckman, Association of Classroom Teachers.

Resource Article

EYE OF THE BEHOLDER*

by

Hazel Stover

It's been an enlightening week for this corner. We've listened to many parents, a few teachers, some administrators, a former principal and we've learned a great deal, some of it positive, some negative.

Today we'll try to summarize some of the things we've learned in many hours of conversation that has ranged from good grounding in the basics at the primary level to the necessity for charging admission to every Performing Arts program at the high school--including the Messiah.

Most of the conversation, however, has swirled around Lincoln Intermediate School where differentiated staffing and modular scheduling have had their first impact in the district, and where the proposed 7-12 reorganization appears to be a sensitive area.

Probably the most important thing we have learned, and the one every reader of this column should keep in mind, is the answer to a question we began asking early last week. The question was, "If it were possible, would you like to go back to the traditional system at Lincoln?"

The closest to an affirmative answer we got came from only one mother, who said, "Well, part way back. Why not combine the best of both systems?"

Let the school district take comfort in this fact: even the most unhappy parents (of those who have made the effort to talk to us) are not unhappy with the philosophy of modular scheduling or even differentiated staffing, which is less well understood.

Here are some of the things we learned about problems at the student level:

-- Sixth graders should be given some orientation in the areas of listening to lectures, taking notes, study habits and making reports.

-- All seventh graders should be programmed tightly at the beginning and then be given more released time as they prove they can handle it. The reverse has apparently been the case during this first semester at Lincoln, with the result that there has been a lot of goofing off and now the administration is apparently reluctant to tighten up the programs of basically good kids because of the accompanying stigma.

-- Dedicated teachers are too busy to teach, and teachers in the various departments are not communicating. Consequently in one week a student many have massive projects in two or three subject areas, while the next week is relatively light.

-- Administrators are apparently so busy they are becoming increasingly unavailable.

-- There are no women counselors at Lincoln to whom a girl can go with problems. A somewhat similar situation exists at the high school where the same counselor stays with a class throughout its four-year span.

There are several more pages of notes, but this looks like enough for one time. We'll repeat the invitation to write letters to the editor, to call us or come in and visit.

---

*Excerpt from County Times, December 10, 1969.

Resource Article

COMMUNICATION EFFORTS BY SCHOOLS INEFFECTIVE*

Most efforts on the part of school administrators to communicate with citizens are unimaginative and unrelated to an on-going public information program.

This indictment of current communications programs is the conclusion of a survey of Southwest public schools.

The purpose of the survey was the identification of "creative approaches to reaching the public with the story of local education," according to Mike Stiles, public information officer for the survey.

Stiles said he approached his task of expanding communications activities by appraising what was being done elsewhere.

He found that except for a few school districts the job of informing citizens was simply not being done. "Superintendents were very frank in admitting that they are weak in this area," he said.

For the most part, this problem appears to be created by inadequate financing and a hesitancy on the part of professional educators to retain personnel trained in mass communications.

"Even where these constraints do not exist, there is frequently no formal communications plan to assist district administrators."

Stiles said a communcations plan helps mass communicators reach all segments of the public with the full scope of informational services that can be provided by public education.

School district communications with citizens are often sporadic from year to year, from month to month. Some districts, said Stiles, spend in the five figures on communications projects one year, then practically nothing the next fiscal period.

Stiles said these districts are very proud that they tried to communicate effectively--at least for one year.

"We once had a great program," related one nearby superintendent of schools, who added that budgetary problems shut down the program through means of an override tax.

Stiles divided the types of informational programs being attempted by school districts into two general categories--traditional and novel.

He described these approaches as gimmicks that require an open environment of school administration to be effective.

"No matter what you might try and how much you might elect to spend, public support of public education will not be maintained unless citizens believe they can obtain honest and prompt answers to their queries for information," said Stiles.

Traditional informational programs include area-wide meetings on curriculum topics, staff newsletters, annual reports to citizens, news releases and opinion polls.

Other traditional approaches involve rotating board meetings from school to school, having administrators join local service clubs, and distributing widely the agenda for each board of education meeting.

Novel approaches and the school districts attempting them are:

-- Coffee klatches (South Bay Union High School District). "We have neighborhood coffee klatches four or five times per year where a neighborhood hostess will invite folks in to meet with our staff."

-- District services booklet (Torrance Unified School District). This is a listing of central office administrators and the types of services they perform.

-- Educational Council (Alhambra City and High School District). "The council meets monthly at the West San Gabriel Valley YMCA. We have an outstanding speaker in the field of education make a presentation, and then the people sitting at each of 10 tables discuss the presentation for 20 minutes; they appoint a spokesman who then questions the speaker on some phase of the presentation.

"We have had such speakers ad Dr. Max Rafferty, legislators, college presidents, State Department of Education representatives, and Howard Day, president of the State Board of Education."

---

*Excerpt from County Times, November 8, 1969.